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UNIVERSITY OF ILLINOIS

BRANCH DELIVERY AND DEPOSIT STATIONS

by

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THESIS FOR DEGREE OF BACHELOR OF LIBRARY SCIENCE

IN THE STATE LIBRARY SCHOOL

in the

UNIVERSITY OF ILLINOIS

Bachelor of Library Science

PRESENTED JUNE 1902.

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DEPT. OF LIBRARIES - Library Science

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UNIVERSITY OF ILLINOIS

2 June

1902

THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

Ellen Garfield Smith

ENTITLED Branch, delivery and
deposit stations

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE

OF Bachelor of Library Science

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BRANCH, DELIVERY, AND DEPOSIT STATIONS:

Library extension properly includes all the modern advances in the public library movement, library schools, library commissions, library associations, local library clubs, library school alumnae associations and modern methods of extending the loan system and bringing the books to the people. This treatment of the subject however has been confined to the last item, i.e. modern methods of extending the loan system by means of the following library agencies:

1. Branch libraries.
2. Delivery stations.
 - a. regularly designated stations.
 - b. house to house delivery.
3. Deposit stations.
 1. Fire-engine house deposits.
 2. Factory deposit stations.
 3. Social settlement deposits.
 4. Home libraries.
 5. School deposits.

Before beginning a discussion of the subject of branch libraries we must first have a clear idea of just what a branch library is and how it differs from a delivery station or a deposit station.

1. a branch library is an institution containing a permanent collection of books for circulation, performing all the functions of a small independent library.

2. A delivery station is an agency where books may be ordered from the main library and through which books may be returned to the main library. There is no collection of books kept here.

3. A deposit station consists of a small collection of books sent from the main library to a store, engine house, school or in some cases to a vacant room, to be examined by the public and circulated freely among them. The collection is changed frequently.

Branch libraries.

One of the most important phases of library progress has been the advance in branch libraries, not only in establishing them in cities where they had not existed, but in increasing the numbers where one or two had been considered sufficient, and in remodelling the old ones to meet modern requirements.

It is generally accepted that the branch system is a good plan where there is a strong central library, but if the enterprise is new, it is an open question whether it is better to confine the collection to a main library with delivery stations, or to scatter the forces by the formation of branches.

The Enoch Pratt Library started out from its beginning with branches. "It is a question whether the advantages at present enjoyed by the citizens of that city might not have been better attained by the use of deliveries and the money expended on the branches, (\$100,000.) expended on the main library, making it stronger than at present." (L.j. 18:220-23)..

Taking up first the advantages of the branch library over the main library, we will first consider the question from the librarian's standpoint and later from the reader's standpoint. One of the most serious problems in library work in our large cities is the inability

ty to attain that ideal of every librarian, personal attention to the individual wants of the reader.

Personal work with the children is almost impossible in a large city library where so many come that the attendant cannot become acquainted with them and so is unable to guide their reading, from a knowledge of their individual tastes and characteristics.

By the introduction of branch libraries, a city is divided into small town communities with all the attending opportunities for work with the student and personal work with the children.

The patrons of the library are known to the librarian, perhaps she lives in their community and by meeting them in a social way, makes herself better able to serve them in a business way. The readers themselves have a feeling of ownership in a small library which they never feel in going into a magnificent building with marble stairways, beautiful mosaics and paintings. In a small branch library, plainly but artistically decorated and furnished the ordinary reader (and here is meant especially one from the working classes) feels perfectly at ease and does not experience that feeling of awe which makes him timid about asking for what he wants.

The librarian knows the children and by winning their confidence is able to guide their reading closely.

The importance of a branch library and its advantages over a delivery station cannot be emphasized too much. The educational value of a small library to the people, as a place where they feel at home and have the privilege of handling the books and have the opportunity to ask questions, cannot be exaggerated. The establishment of such a system certainly does not decrease the importance of the main library but rather tends to popularize, advertise, and in-

crease the circulation of the central library.

By the establishment of several branches scattered through a city the existence of the public library as a place where books may be borrowed free of charge becomes known to many people for the first time. Doubtless they knew about the library in an abstract way but never thought of its affecting them in any material way.

It has been said that a system of branches tends to decrease the importance and the circulation of the main library. It is true that if the funds are spent on the branches, less is available to build up the main collection, but is it not the main function of a library to bring the books to the people and if this can be done more effectually through the branches, should it make any material difference if it is not all done by the central library?

As regards the circulation at the main library; at Boston two years after the introduction of branches the circulation from the main library increased 90,880 vols. Comparing this with the increase in circulation two years before the introduction of branches which was 35,236 vols., we find the circulation from the main library increased nearly three times.

The Cleveland public library reports that one half of its circulation is through branches, "without lessening the use of the main library".

A branch may be a delivery and a deposit station. This is the case in some of the lately established branches of the New York public library, where the stock of books is small and loans for distribution are made from older and better stocked libraries. It is true to some extent with all the branches of the New York system, for one branch often borrows from another in certain classes in

which the former is weak. Any book in one branch may be borrowed from another.

The relative merits of branches and deliveries have been much discussed but the solution lies in just this combination of the two.

In Baltimore there is no free exchange.

In Boston and Philadelphia there is little of it between the branches.

In Boston the collections at the different branches are largely duplicates, which explains why there is little exchange. However, books from the main library are constantly drawn out through the branches.

At Pratt Institute there is no exchange between branches but books are sent from the central library to the branches.

At Aguilar library only certain classes of books are exchanged.

Another method of making all the books in the library system accessible is to allow the privilege of drawing books from more than one branch.

At Philadelphia persons may have cards at more than one library although they are "not encouraged to use more than one at a time".

Libraries differ however in extending this privilege.

At Pratt Institute, Baltimore and Aguilar and New York public, no person may have out books from two branches at the same time.

At Boston there is unusual freedom in this respect, so that in an extreme case a reader might have out a book from each of the ten branches.

The charge from the main library is made on the card in red ink and if from branches in green ink, with the initials of the

branch. had to be altered somewhat to conform to the usage of the

The objection raised to this free system is not so much the fact that a reader may have so many books out at one time, as that a reader debarred from the privilege of the library as a penalty at one branch, will go to another.

When one thinks of a branch system, a parent library is naturally implied, but it is not at all necessary to the success of the system. In the case of the branches of the New York public library, (which were before the consolidation the New York Free circulating libraries,) the main library on Bond Street soon ceased to be the main library but became one of the branches of the system.

Whether or not there is a central library in connection with a system of branches, there should be a department of administration to perform all the operations which it is not expedient to allow each library to perform for itself.

A library system is either centralized or localized. In the completely centralized system the main library has the entire management of the branch, selecting the books, accessioning them, preparing them for the shelves, and cataloging them. In the completely localized system each branch has its own rules, accessions, shelf-lists, and catalogs its own books. In the extreme case each branch would be responsible only to the trustees.

There are cases where the localized system would be expedient, being kept of course within reasonable limits; for example, where branches were formerly separate libraries. This is the case in some of the branches of Boston. In Philadelphia the Chestnut Hill Branch was formerly independent, and in New York City the Aguilar library took two branches from other management. In nearly all cases old

methods had to be altered somewhat to conform to the usage of the main library. In the Aguilar library system one of the branch was permitted to use its own method of circulation.

The Riverside Branch of the New York public library which was formerly an independent library, was allowed by special permission to retain the open shelf system long before the privilege was extended to the other branches.

Situation.-

The distribution of the inhabitants is the determining factor in deciding upon the location for a branch library. In districts with a large population a little apart from the centre of population, a branch should be established, provided a site centrally located in the district can be found.

In every large city every suburb offers an excellent field for the establishment of a branch.

Mr. Crunden's idea of "having a branch as often as we have a public school" is certainly admirable and may be realized sometime in the future.

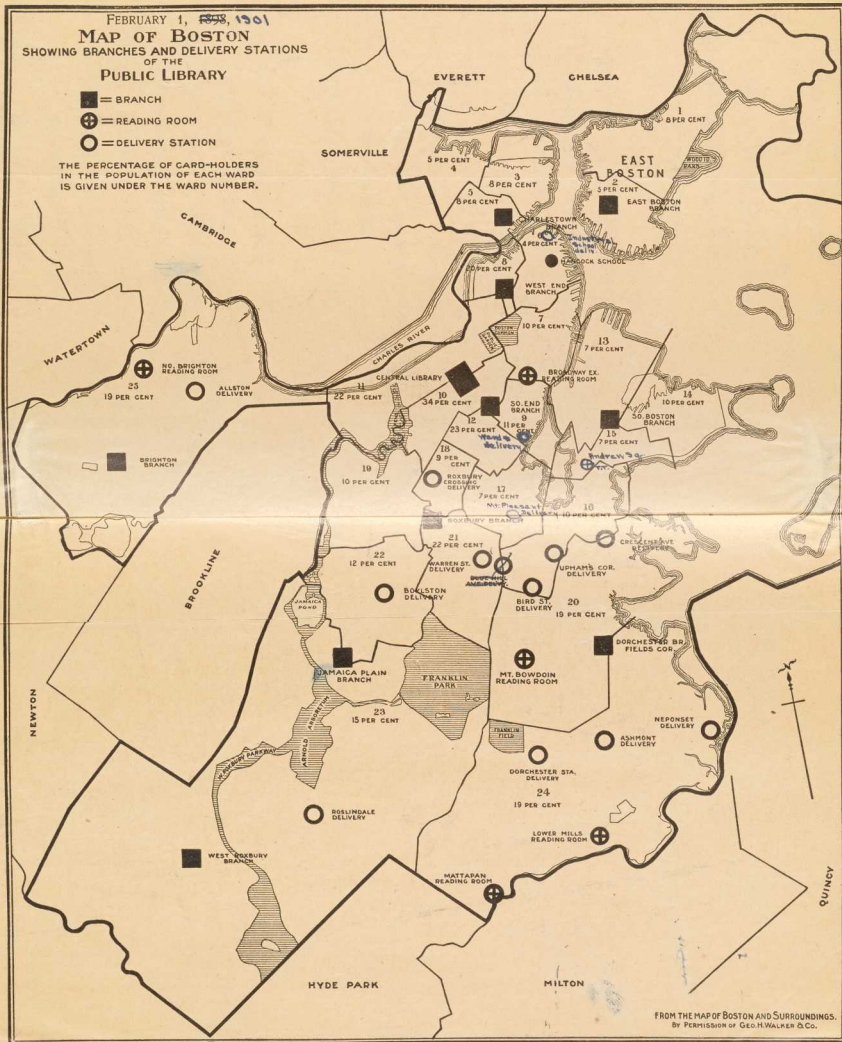
In the accompanying maps it may be seen that the object of each library is to have the agencies at certain distances and in different directions from the main library, and frequent enough so that the books are easily accessible to the people at all points.

In this connection it is interesting to note the location of one of the branches of the New York public library. The Muhlenberg branch is in the immediate vicinity of seven of the largest department stores. Many clerks and shop girls drop into the branch at noon or on the way home at night with the request, "Please give me a nice book, I am really too tired to know what I want". Here is the

FEBRUARY 1, 1901
MAP OF BOSTON
 SHOWING BRANCHES AND DELIVERY STATIONS
 OF THE
PUBLIC LIBRARY

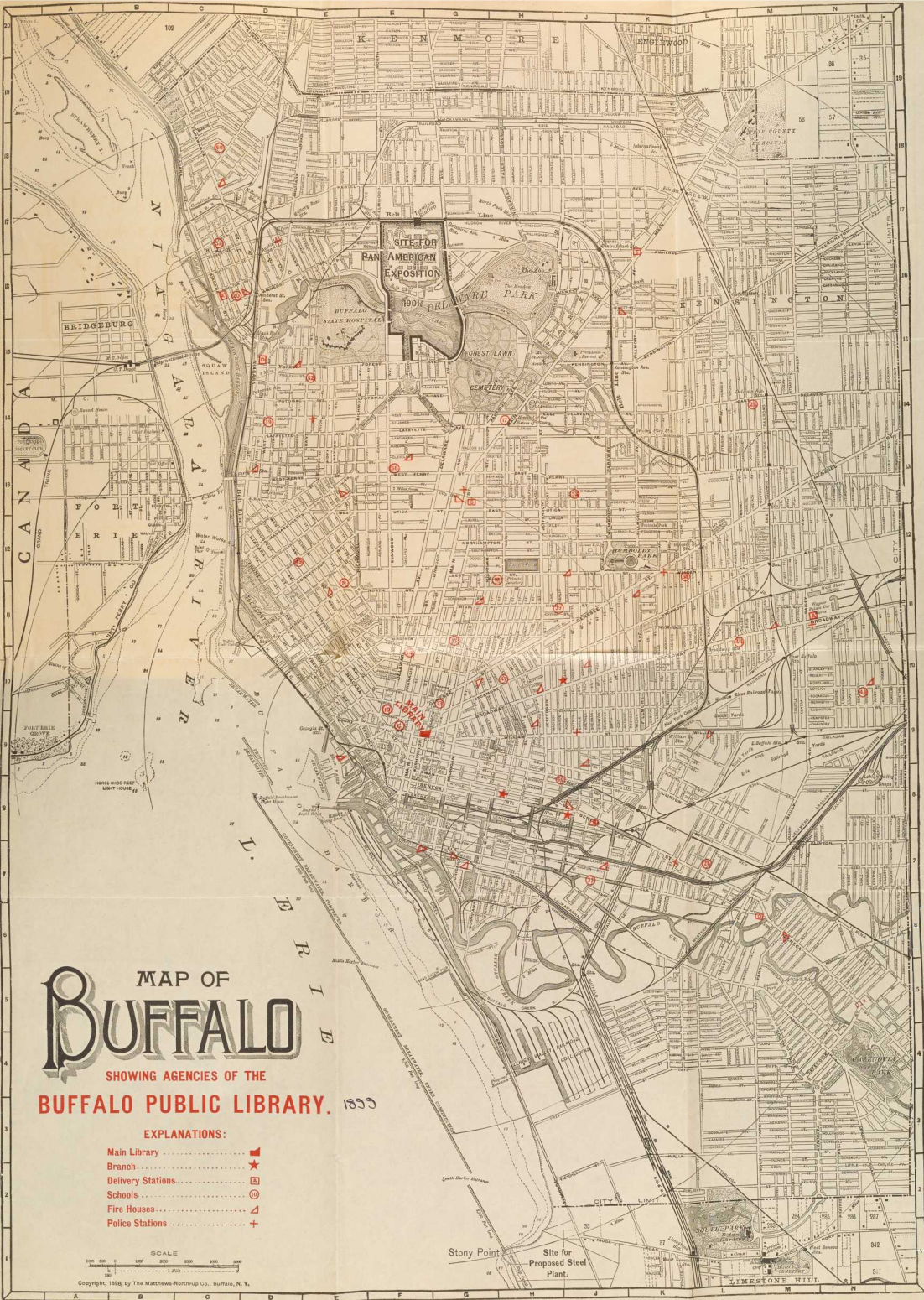
○ = DELIVERY STATION

THE PERCENTAGE OF CARD-HOLDERS
IN THE POPULATION OF EACH WARD
IS GIVEN UNDER THE WARD NUMBER.



FROM THE MAP OF BOSTON AND SURROUNDINGS.
BY PERMISSION OF GEO. H. WALKER & CO.

Area of City, 43 Square Miles.



MAP OF BUFFALO

SHOWING AGENCIES OF THE
BUFFALO PUBLIC LIBRARY. 1899

EXPLANATIONS:

- Main Library
- Branch
- Delivery Stations
- Schools
- Fire Houses
- Police Stations



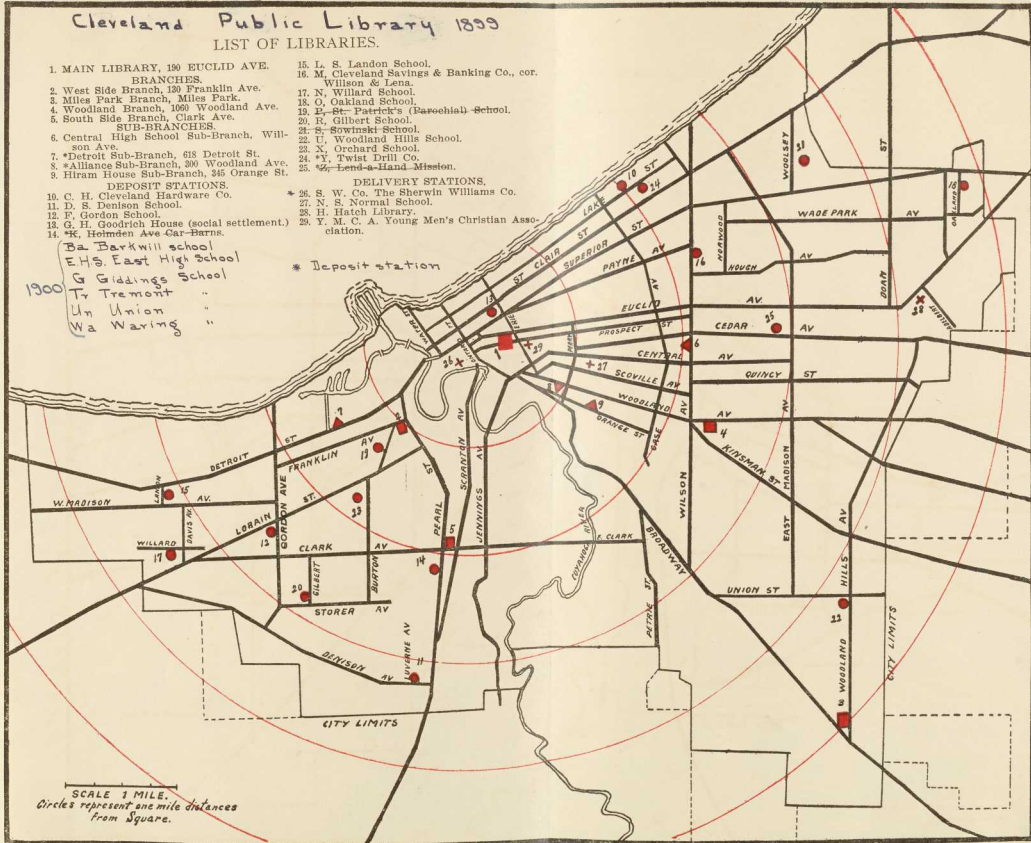
Copyright, 1899, by The Matthews-Northrup Co., Buffalo, N. Y.

LIST OF LIBRARIES.

- 00 Ba Barkwill school
E.H.S. East High School
G Giddings School
Tr Tremont "
Un Union "
Wa Waring "

- DELIVERY STATIONS,
 * 26. S. W. Co. The Sherwin Williams Co.
 27. N. S. Normal School.
 28. H. Hatch Library.
 29. Y. M. C. A. Young Men's Christian Association.

* Deposit station



SCALE 1 MILE.
Circles represent one mile distances
from Square.

librarians' opportunity. It is only lamentable that more branches are not so situated in other cities.

Branches may be located near the public schools with great advantage. Cooperation with the schools is a topic of much discussion and is a part of library work which is being rapidly developed everywhere. A branch located near a school is valuable to the school and brings the library in touch with more people through the use by the school children. Mr. Crunden has followed this plan in locating the stations of the St. Louis public library.

Building.

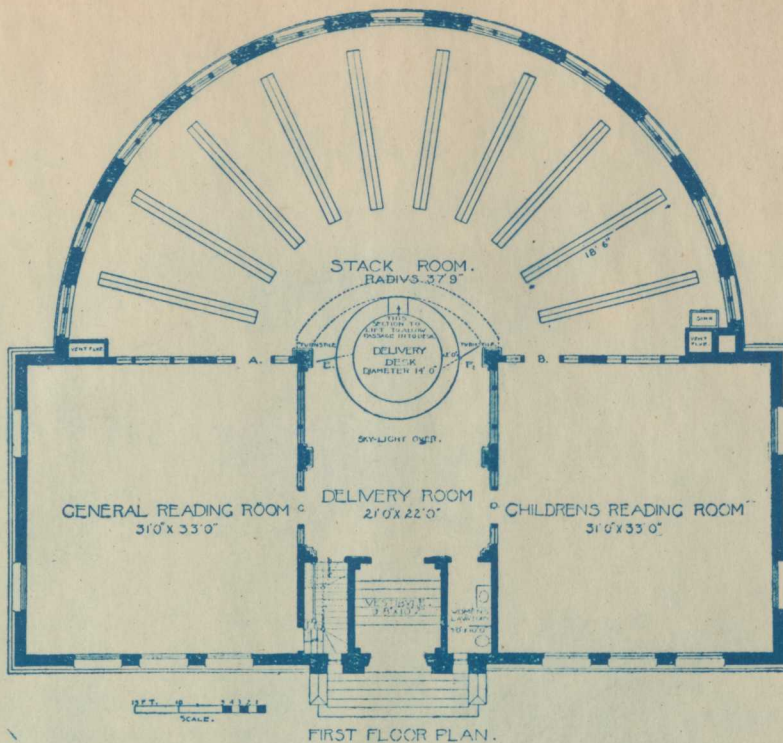
A well equipped branch includes a reference room, a children's room, a delivery room, a lecture room, if possible, a study^{room,} and a stack, allowing sufficient room for growth.

Many branches however, are doing excellent work with just one room. In including a reference room in the requirements for a branch the idea is to have a separate room where quiet reading may be done without interruption. If possible it should be separate from the reading room to save readers from the disturbance made by those coming in for just a few minutes to read the newspapers and magazines.

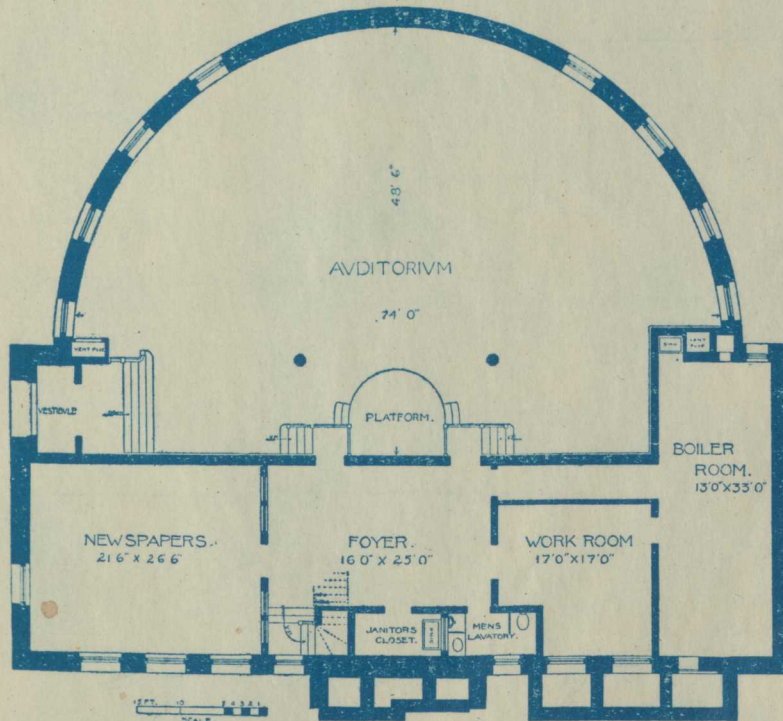
Every one realizes the importance of work with the children and the best work can only be realized when a separate room is given to them, fitted up with low shelves, low tables, and chairs of different heights.

The importance of having the reference room separate from the periodical room has already been pointed out. However, this is not a necessity and it would be more advisable to have these two combined than to give up the children's room.

The delivery desk should be near the entrance to accommodate those coming in to exchange a book, and should be within easy access



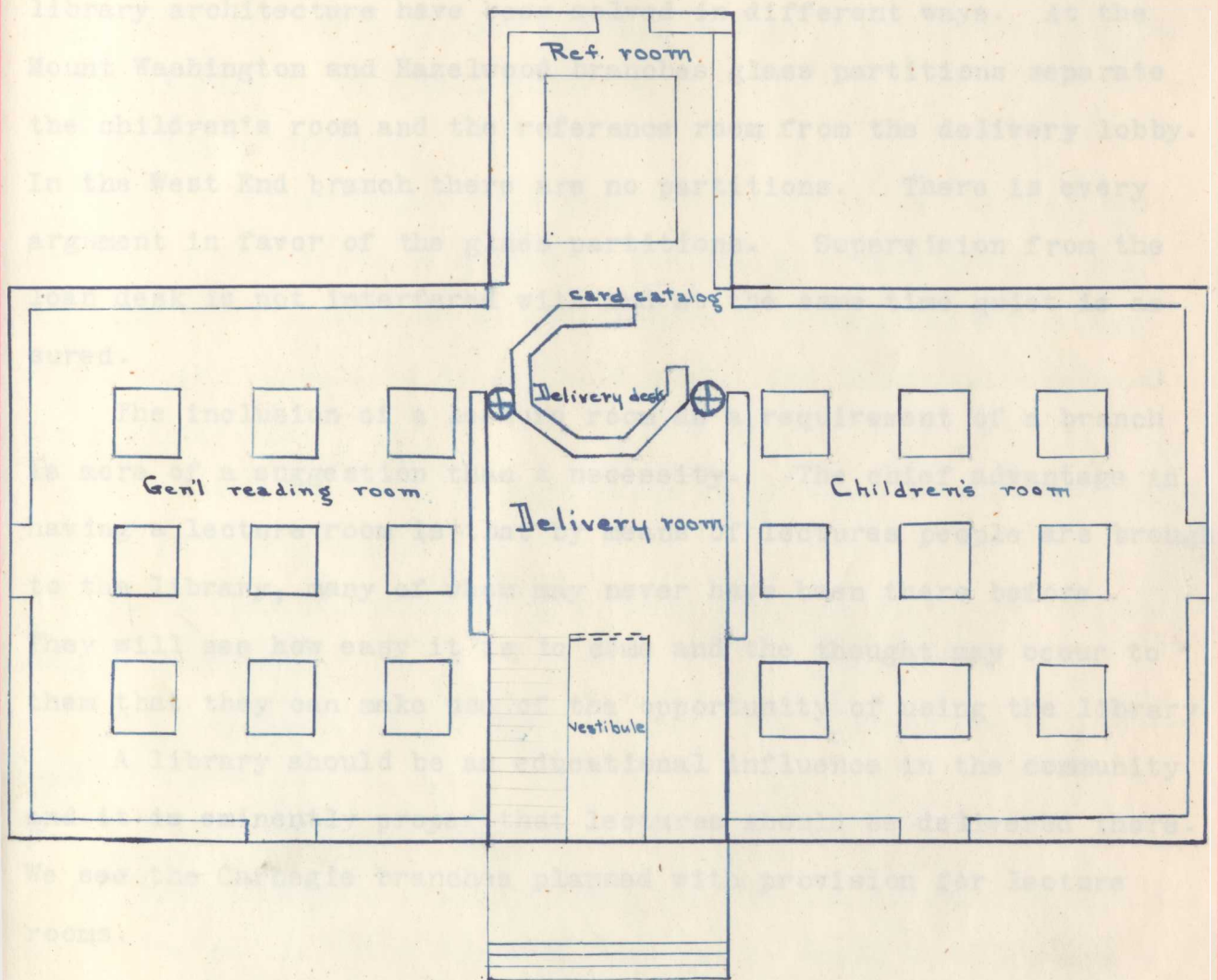
FIRST FLOOR PLAN.



BASEMENT PLAN

LAWRENCEVILLE BRANCH, CARNEGIE LIBRARY OF PITTSBURGH.
ALDEN AND HARLOW ARCHITECTS.

Lawrenceville Branch
Carnegie Library of Pittsburgh



Mount Washington Branch
Carnegie Library of Pittsburgh

to the stacks. Another important requirement in regard to the loan desk of a branch is, that it should be centrally located so that one attendant can superintend the whole floor if necessary.

At the Carnegie branch libraries at Pittsburg the problems in library architecture have been solved in different ways. At the Mount Washington and Hazelwood branches glass partitions separate the children's room and the reference room from the delivery lobby. In the West End branch there are no partitions. There is every argument in favor of the glass partitions. Supervision from the loan desk is not interfered with and at the same time quiet is assured.

The inclusion of a lecture room as a requirement of a branch is more of a suggestion than a necessity. The chief advantage in having a lecture room is that by means of lectures people are brought to the library, many of whom may never have been there before. They will see how easy it is to come and the thought may occur to them that they can make use of the opportunity of using the library.

A library should be an educational influence in the community and it is eminently proper that lectures should be delivered there. We see the Carnegie branches planned with provision for lecture rooms.

A study room for classes and clubs will be found advantageous to the work of the library. In some of the branches of Carnegie libraries of Pittsburg organized clubs of boys and girls, young men and young women, meet in one of the basement rooms under the direction of the librarian. The librarian supervises the work of the clubs, helps them with their programs and courses of study, and makes out lists of books on subjects to be discussed. Work with

the women's clubs of the community may be carried on to a better advantage if there is a room at the branch where the clubs may meet and where books may be kept in reserve for them.

In a small branch a stack may be dispensed with, and the books may be shelved in the reference room. If funds will permit however, it is advisable to have a stack because little provision for growth is allowed with wall shelving.

Access to Shelves.

A branch delivery is peculiarly adapted to the open shelf system. The question of access to shelves is a much debated one, but when it is considered with reference to branch libraries many of the chief objections do not hold good. Let us consider some of these objections:

- a. There are books of high value which might be ruined by careless or malicious hands.
 - b. A classification is of no help when the books are not arranged in order.
 - c. Admittance to the shelves crowds the alcoves and delays the work of issue.
 - d. Great loss of books.
- a. The books at a branch library are for the circulation and the use of the public. The books of high value would by all means remain in the main library.
 - b. A prohibition to readers against placing any volumes back on the shelves will prevent the disarrangement of the books. A table may be placed conveniently near and the books taken down, may be put there, to be replaced on the shelves by the attendant.
 - c. In a branch there is not a large public to deal with as it is patronized only by those in the immediate vicinity, so that at no time would the alcoves be crowded and the work of issue delayed.

d. Most of the readers of the branch soon become known to the attendant and may be "trusted" to select their own books. The safeguard in some of the Carnegie branch libraries of Pittsburg is interesting to notice. On each side of the delivery desk is a turnstile, one for entrance and one for exit. The exit turnstile is fitted with a locking attachment which is released by pressing a pedal located just where the attendant stands within the delivery desk. This makes it necessary to have the book charged before taking it out of the library.

The introduction of the open shelf privilege is the pronounced tendency of the modern library movement.

The Carnegie branches at Pittsburg are planned with access to shelves in view.

At Philadelphia free access is general in the branches.

At Boston the new branches are built with provision for free access and the old ones are in some cases altered to make the privilege possible, and in others, book cases have been built outside the enclosure so that more books may be accessible. In six of the ten branches all, or nearly all of the shelves are open. When in 1899 alterations were made in the Dorchester and Jamaica Plain branches to make access to shelves possible the librarian reported that their experience proved that "the quality of reading was improved by open shelves. The serious books were handled and the books were chosen more intelligently, the result being that fewer were taken home on a venture and exchanged in a few days for others". In the branches where free access is impossible as a general privilege it is allowed upon application.

The branches of the New York public library report that the

open shelf system gives "much satisfaction to their readers". The loss of books is greater in science than any other class. The absolute loss in money value is very slight however, as the books taken are generally small and worn out.

The Boston branches report that the books are subject to greater wear and tear with open shelves, but the loss is not alarming; only eight more lost books in these six branches which have open shelves, than the year before without open shelves.

Selection of books.

The first principle in regard to the selection of books for a branch is that the books must be those which will circulate. A branch library must have a "live" collection. This does not mean that books of reference must not be bought. The newest and best books of reference of a general character, should be selected, but special reference books and very expensive books in the different classes may well be left for the main library to provide.

Quoting from the Boston public library report of 1896 - 97 we read, "It is desirable that the books in a branch be as active as possible." Apart from an ample supply of periodicals both popular and solid, the branch collection should consist of:

- a. The fundamental books of reference.
- b. Carefully selected juvenile books.
- c. Collection of such books as are needed for cooperation with the schools.
- d. A not very numerous collection of miscellaneous books for which there is a popular demand.

At Boston uniformity in the collection is attempted, although many of the branches were formerly independent libraries.

The location of a library, more than anything else should govern the selection of the books. A branch in a suburb surrounded by residences of cultured and well educated people will have demands for the most recent books of travel, history, biography and essays. In a poor district the books must be of a lighter character. Forty of fifty per cent. of the books should be fiction. A suggestion is made that the old favorites which will be in demand might be supplied from the duplicates at the main library, after they have passed the stage of new books at the central library.

If a factory or mill is near the branch some elementary works on mechanical arts should be provided.

In selection of books again occurs that distinction between a centralized system and a localized system.

At Pratt Institute heads of branches make suggestions of books that seem most in demand.

At Philadelphia librarians-in-charge are requested from time to time to send in lists of books. Their recommendations are generally followed.

At Boston the branch custodians are invited to recommend books for additions to their branches.

In Baltimore the branch librarian is allowed to make suggestions

At the Aguilar library the librarian-in-charge makes lists which the committee accepts in almost all cases.

At the branches of the New York public library suggestions are made on order blanks, read and discussed once a month at the meeting of the librarians-in-charge.

In almost all cases books are ordered from the administrative department, sent there and distributed from there to the various

branches. Periodicals of course are not subject to this rule and often special books for certain branches are sent direct to those branches.

Size of branches.

In Boston the average size of the branches is about 15,000 vols. This is considered a good average although excellent work may be done with 5,000 vols. if free exchange between the branches and between the branches and the main library is in practice.

In Cleveland according to the last report the branches vary in size from 12,000 to 17,000 vols.

In the Carnegie branches at Pittsburg the branches average about 7,000 vols.

Staff.

The number of assistants will of course depend upon the amount of work required, being least where the tendency is toward centralization and most where the tendency is toward a small independent library.

Many different names are given to those in charge of the branches. At the branches of the New York public library they are called "librarians-in-charge". In Boston they are called "branch custodians". In Baltimore and Pittsburg the name given is simply "branch librarian".

In a branch library system an important problem is to find a plan by which the head librarian of the main library or the one in charge of the branches, may keep in touch with the work of each branch and make each branch librarian feel that her branch is a part of a great system.

At Boston the heads of the branches meet at the central library once a week to consult with the supervisor of the branches and stations.

At Philadelphia there is no stated meeting except "pay-day" once a month.

At Baltimore each custodian reports personally at the central library every Monday morning.

The chief librarian should not only meet the heads of the branches at the main library but should visit each individual branch.

At Baltimore the chief librarian visits each branch every two weeks.

At Pratt Institute, once a month.

At Philadelphia "pretty frequently".

At Aguilar once a week.

New York public library branches, several times a week.

In the matter of reports library systems differ also.

The New York public library has blank forms which are filled out very minutely by each branch librarian every month.

At Boston a monthly report is made including the general items of statistics.

At Philadelphia each librarian communicates with the chief librarian when there is anything special to report.

At Aguilar the monthly reports are in accordance with certain definite lines laid down.

In Cleveland and Carnegie library at Pittsburg the monthly reports of each librarian of a branch are printed in the annual report of the library.

Branch records.

In general a branch has the customary records, register of borrowers, shelf list, accession book and catalog.

At Baltimore and Philadelphia it has been the custom to keep the accession book at the central library.

In Boston the branch records are kept in duplicate at the main library.

The card catalogs at Brighton, West End and West Roxbury are complete while the others are progressing finely. The central union catalog and shelf-list are nearly complete.

The tendency of recent years has been to have individual records at each branch, with union records at the main library. This has led libraries to adopt the same classification throughout the system. If branches were independent libraries in a city they might employ different methods of classification but when union lists are being published it would be very confusing to have various classifications. It would be especially confusing to readers using the branches and the main library, to find a different classification at each.

The Boston public library has formerly published annual lists of books added to branches but in September 1900 a consolidated list, covering the years, June 1, 1897, to August 1, 1900, was published instead.

Advertising.

In Boston the branches and station are advertised from time to time in various ways, by placards, circulars, articles in the newspapers and by personal effort, especially in the schools. This last year in addition to the usual means a general card was prepared and placed in the waiting rooms and car houses of the elevated railroad, the Western Union Telegraph stations, engine-houses, police station, public schools and many other places. This card shows the location of all the branches and stations of the library and by underlining the name of a certain branch it became an advertisement of

that particular branch which is nearest the place ^{where} the card is posted.

Delivery Stations.

The type of delivery station almost universal is that located in a grocery, dry goods, or drug store, in fact any kind of store. The proprietor of the store receives the books which are returned, and forwards them with the card to be discharged at the main library, he also forwards to the main library orders for books with the reader's cards and hands the books to the readers when they arrive. His responsibility is almost nothing, as he has nothing to do with the charging and discharging of the books.

Compensation.

Sometimes the proprietor receives a fixed sum, ranging from almost nothing to \$250. a year, the amount most often paid being perhaps near \$100. It is becoming more common however, to pay the station agents according to the circulation. Here too, the rates vary in different systems.

Jersey City pays 1/3 of a cent for each book or card sent to the library.

Newark pays one cent for each volume circulated up to 1,000 vols per month and half a cent for each volume over and above that.

The rate at the Chicago public library has been \$10. per month for a circulation of 500 volumes or less, and for a circulation above 500 volumes, \$2.00 for every hundred volumes from 500 to 1,000.

At St. Louis the free advertisement of keeping a station is sufficient to create a competition for the privilege among store-keepers so that no compensation is necessary.

An objection made to the present method of paying the custo-

dians in proportion to the number of books circulated is that it makes it to the interest of the custodian to encourage the reading of light literature, and thus interferes with the real purpose of a library.

Mr. Putnam suggests that the solution is, that one rate be paid for fiction and a higher one for other literature.

In spite of the fact that new delivery stations are being established all the time, their desirability is sometimes questioned. The president of the New York Mercantile library says, "We believe the system of home deliveries to be far preferable and more advantageous in every way for our members than the plan of delivery stations". The objections are not given, merely the statement is made that the delivery stations were tried and because they did not "give satisfaction either to the readers or the library management", were abandoned.

The Cleveland public library in speaking of its delivery stations says, "The system seems indispensable but continues to be the most expensive and least satisfactory work that we do. This is because the work is all done at arm's length, the borrowers have no opportunity of seeing the books, which they are obliged to select from a catalog, and the assistants at the library have no opportunity to see the borrowers whose list of wants they try to fill.

The disadvantage of ordering books through a delivery station may be summed up as follows:

1. Two trips necessary, one to apply for the book and another to get it.
2. Delay in getting the book.
3. Liability of not securing the book asked for and the neces-

sity of going without any book until another application can be tried

4. No opportunity to examine the book.

In answer to the first objection we might say that a reader might prefer to make two short trips to a delivery station in the neighborhood, than to make one long one down town to the main library. In speaking ^{of} two trips it must be remembered that the distance in all probability would be very short.

There would be some delay in getting the book, for of course one would not get it immediately upon applying, but where there are two deliveries (and this is very usual) a book ordered in the morning is received in the afternoon. This is not a great delay certainly.

The liability of not securing the book asked for and necessity of going without any, may be avoided by sending in a list of six or eight books at a time, in the order of preference, and one of the books wanted is sure to be received.

It is true there is no opportunity to examine the books. No one would attempt to claim that a delivery station took the place of a branch or a deposit station.

The claim which is made for the delivery station system is that by many delivery stations established at frequent intervals all over the city the library is brought within easy communication of every one. No library has funds enough to have as many branch libraries as there are delivery stations in our large city library systems.

Chicago serves as an excellent example of what may be accomplished with only delivery stations. The system includes six reading rooms with small collections of books but these are not for circulation. Chicago reports that 65 % of its circulation is through these out-

side agencies. The work is admirably systematized. One room in the main library is given up to the delivery station department. Here the chief of the department has his desk, the boxes from the different stations are packed and unpacked by the attendants and the charges and discharges made, keeping the work of this department quite separate from the rest of the work of the library.

House to house deliveries.

According to Mr. Wellman of the Brookline public library the simplest form of delivery is not a station but a home delivery by messengers.

This method has recently been adopted by the library at Springfield, Massachusetts. A circular was sent out containing the following items:

1. The first delivery will be made Saturday morning, April 27, 1901.
2. On slip enclosed marked "order list" make out a list in order of preference.
3. Lists of recent accessions will be enclosed, but the choice need not be confined to these lists.
4. If possible fill out ten, giving the author, title and book number.
5. Put the list and reader's card in an envelop and mail on or before April 24. If not a card holder fill out the application blank which is enclosed and send this with the order slip. A card will be sent with your book.
6. Five cents a week pays for the delivery of as many books as there are card holders in each house.
7. A second list may be given to the messenger when he de-

livers the first books.

8. All books except recent fiction may be renewed for two weeks.

9. Both books and magazines in the duplicate collection can be reserved on request, loaned at 1 cent per day.

The Detroit public library reports a plan of delivering books by special messenger. This plan was inaugurated in 1900. The fee is ten cents a delivery. An added convenience in this library is that the ordering may be done by telephone.

The Somerville public library allows the privilege with a fee of ten cents for each book delivered. Small boys deliver the books and the fee goes entirely to them.

Postal card system.

Ordering books by the postal card is a new method. It is employed by the Mercantile library of New York City. The system consists of postal card orders, costing five cents each, on which the subscriber may order five books, one of which is likely to be in.

The Boston public library adopted the postal card method, by means of which a borrower from a branch or station could be notified of the result of his application to the central library. The fact that 450 were sold in 1900 indicates their degree of success. To complete this system a private mailing card was adopted in 1900, by means of which a borrower can order a central library book without visiting the branch or station through which he applies. When the book arrives he calls or sends and has it charged on his card.

Sunday opening.

It is not necessary to stop here to discuss "pro and con" the question of Sunday opening of libraries. The fact that libraries

are coming to realize more and more the importance of this privilege to the working classes, is certainly a strong argument in favor of its adoption. Especially in branches and delivery stations do we find the privilege allowed.

Quoting from the Boston public library report we read, "Sunday opening proved so satisfactory it will be continued next year".

Previous to 1898 the branches and stations at Boston were open on Sunday but books were not issued. In 1898 the issue of books was tried and the result was that the number of readers increased and also the percentage of adults.

Deposit stations.

The objections to delivery stations are not applicable to deposit stations. Volumes are sent from the main library and placed on the shelves at the station where they are handled by the readers and circulated freely among them. These deposits are changed from time to time.

Deposit stations however, do not by any means take the place of delivery stations. The main advantages of a deposit station compared with a delivery station are as follows:

1. When a reader merely wants an entertaining book with no particular one in mind, he may get it by just one trip.
2. He may get it without delay.
3. If disappointed in not getting the book ordered from the main library, he may on examination find something in the collection at the station and so become "at peace" with the library once more.
4. Privilege of handling the books is a great advantage.
5. The strongest claim is that through it, a better class of books is circulated.

Deposit stations may be further considered under the names of the different places where deposits are commonly located.

Fire-engine deposits.

Here is an excellent field for work. The men in fire-engine houses so often have nothing to do day after day and would welcome a collection of books which they could read without the trouble of going to a library where they would not know exactly what to ask for.

The collection must be popular in character and include books in general literature as well as good fiction.

In Boston 29 engine-houses received books on deposit in 1901.

In Springfield, Massachusetts, books are sent on deposit to the street railway barns. This is a very similar station to the fire-engine deposits.

In Cleveland 26 engine houses were supplied in 1900 with collections of thirty volumes at a time, each collection remaining until the books were all read.

In Buffalo 32 fire-engine houses were supplied in 1901.

Quoting from one of the reports we read "It is not too much to hope that the result will be that the moral and intellectual tone of the entire department is raised".

Factory deposit stations.

The Cleveland public library reports that three deposit stations have been situated in factories. The principle is the same as in the case of the fire-engine house deposits. One employe has charge of the issue of books, which is done during the noon hour. No details are given but the statement was made that the deposits were "very successful".

Social settlement deposits.

In Cleveland the Goodrich House has been found to be an ex-

cellent location for a deposit for books as it is in the center of the city. Through this station the children of that section are being reached and where the children are reached the parents are always interested.

Home libraries.

Although not strictly deposit stations, home libraries consists of deposits of books and may well be considered in this connection.

A home library consists of 18 or 20 books packed in a neat box and deposited in a home, a group of ten children and a "friendly visitor".

The Home library system originated with Mr. Charles W. Birtwell, secretary of the Boston Children's aid society and was taken up by charitable organizations and women's clubs before public libraries realized what opportunities of reaching the children of the poorer districts, these "home libraries" afforded.

The Carnegie library at Pittsburg is an excellent example of what a public library can do in this direction.

In 1901 there were 26 home libraries with a membership of 401 children, reported among the agencies of the Carnegie library at Pittsburg.

In locating the centres for these groups kindergarten and school teachers helped very much. The children too were interested in forming new groups so that other children could have the same advantages which they enjoyed. Most of the home libraries are scattered through the city in districts not reached by the central library, nor by the branches. In a few cases groups have been formed near branches, for children not inclined to enter the branches.

It is interesting to note the different nationalities represented in the home library groups in Pittsburg, - Hungarian, Italian, Welsh, Hebrew, German, Swedish, Russian, Polish, Negro, Irish, English and American.

In some districts it is hard to find a home suitable for the library and it is just those districts which are most in need of its influence. In such cases the group meets in the neighboring school-house and is called a club. The meetings are often held in the evening to accommodate boys who work during the day.

This Carnegie system of home library groups has now grown into such importance that one assistant's entire time is necessary to carry on the work.

School deposits.

It is not the purpose here to enter into a discussion of co-operation with the schools, but rather to see what a few progressive libraries are doing in the way of depositing books in the schools.

In the case of the Cleveland public library we find that the first extension work done by the library was sending books to the schools in 1889. In 1898 a system of class room libraries was inaugurated, starting with ten and increasing to 47 collections in 1900, averaging 50 volumes each. These collections sent as they are for a month or two at a time, might be considered as traveling libraries.

There are however, 13 deposit stations in Cleveland which are located in school buildings, supplying the children of those schools and neighboring schools.

In the Central High School of Cleveland a sub-branch of the library is located. It was opened January 6, 1896, and contains

5,565 volumes belonging to the school and a considerable number, varying from time to time, on deposit from the main library. A large part of the use of this branch is for a study room and reference library for the school. Talks have been given to the pupils on the use of reference books and teachers have taken the books to the class rooms and explained the best way of getting at the subject. The school furnishes the light and heat while the library furnishes trained assistants.

It is interesting to see the work at the Evanston public library in this connection, as an illustration of what a small library, working under many difficulties, can accomplish.

The work with the schools began in 1896 when 100 books were sent on deposit to a school to be circulated among the pupils. There are now seven schools receiving deposits of books, about twenty at a time.

These books circulating as they do in the more remote parts of the city bring many families in touch with the library, to whom it would otherwise remain unknown.

"The eagerness with which these books are received in homes where books are not among the common blessings of life should be an appeal to all libraries to extend their usefulness in this direction".

In Boston there are 21 schools where books are deposited, 11 of which are supplied by the central library and 10 from the branches.

Deposits in the schools at the close of the school term are sent to vacation schools and summer playgrounds by the Boston public library. Here is another excellent opening for library extension

work.

At the Dayton public library at the close of the school year the school library was broken up into four collections and placed in each of the four districts situated at a distance of a mile or two from the main library. Several hundred volumes of fiction and classed books were added to the collections and the whole put under the charge of a teacher belonging to the district. These collections were available to the public two afternoons a week during the summer. The average issue for an afternoon was 144 books and during the summer 297 new borrowers were added. As a result of this work two of these "districts branches" will be continued as neighborhood libraries for their respective localities. They will be open for the public one afternoon each week with a collection of several hundred books and will be added to by weekly delivery of new books from the main library.

The experience of one library illustrates a new advantage of the school deposits in the work of the main library. The percentage of classed books read at the schools and vacation branches being greater than that from the main library has reduced the percentage of fiction circulated from 74.9 last year to 72.6 in 1901.

Conclusion.

The interest in branches, deliveries and deposits is an ever increasing one, especially since the development of the system at Pittsburg, made possible by Mr Carnegie's gifts.

The Cleveland public library and the Boston public library are among the foremost in the development of the branch system. The latter claims the distinction of establishing the first branch library in the United States in 1870.

New York City will have the best equipped library in the country with the consolidation of the New York Free Circulating Libraries and the New York public library, Astor, Lennox and Tilden foundations, and the gift of five million dollars from Mr. Carnegie to establish new branch libraries.

The proportion of circulation through outside agencies gives us an idea of the importance of "library extension" in these directions.

In Chicago 65 % of the circulation of the public library, in Boston public library system 66 2/3 %, in St. Louis 33 1/2 %, and in Cleveland "about" 50 %, is due in each case to the outlaying agencies.

Agencies which claim in most cases more than half the total circulation of a public library, may well engage our interest, our time and our thought.